



Pupil premium strategy statement 2023-24

Long Wittenham Primary School

This statement details our school's use of pupil **premium (and recovery premium for the 2023 to 2024 academic year)** funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	Long Wittenham Primary School
Number of pupils in school as of December 2022	78 children
Proportion (%) of pupil premium eligible pupils	24% (19 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Local Governing Body
Pupil premium lead	Lauren Cronk
Governor / Trustee lead	Lyndi Feather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,405
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,405



Part A: Pupil premium strategy plan

Statement of intent

Our strategy aims to give our disadvantaged children determination and curiosity to strengthen themselves and their learning enabling them to participate within the wider community of our school. Across Ridgeway Education Trust, our strategy prioritises three key strands: attendance, engagement and learning.

Our plan works to build strong relationships across the school community which support families well to engage in school, prioritising regular attendance and engagement leading to effective learning. Our curriculum is carefully crafted to particularly maximise learning for **all** children, including a well-planned curriculum and high-quality inclusive teaching impacts particularly on disadvantaged children. We recognise the importance of participation in the whole curriculum offer to build children's view of themselves as agents of change.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Attendance - Absence for disadvantaged children.</p> <p>In 2022-23, overall attendance for disadvantaged children was 96.35% compared to non-disadvantaged at 95.3%. We are aiming for all children to be attending school for 97% or more in line with the school's attendance target.</p>
2	<p>Engagement - Participation and confidence in wider school life.</p> <p>Historically, the participation of disadvantage children has been skewed by a large proportion of EAL children. Their participation was heavily influenced by their ability to access the curriculum in English and this was a previous priority. We are now aiming to improve overall participation within the wider curriculum and offer for children including extra curricula activities such as clubs, music lessons and wider participation in trips and visits.</p>
3	<p>Learning – overall achievement for children.</p> <p>Low levels of language have previously impacted the overall achievement of disadvantaged children. Historically the progress of these children has been accelerated, but the overall performance has been impacted.</p> <p>50% (2 children) of our disadvantaged children in Reception are below expected levels for communication and language and self-regulation. 75% of our disadvantage children are emerging or below in literacy and 50% are below in maths. (Data taken from entry assessment.)</p> <p>In KS1 and KS2 47% of disadvantaged children were behind in reading and writing and an additional 27% were working towards in reading and writing.</p>



	<p>53% of disadvantaged children were behind in maths and an additional 13% were working towards in maths. (Data taken from end of previous year assessment where possible)</p> <p>This manifests across school in gaps particularly in maths due to the development of reasoning and problem solving. Around 21% of our disadvantaged children have SEND and an additional 5% of children will be monitored and potentially added to the SEND register.</p>
--	--

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Attendance</p> <p>Attendance of disadvantaged children is currently 93% and the whole school's attendance is currently 96.57%.</p> <p>39% of disadvantaged children have attendance lower than 95%</p> <p>22% of disadvantaged children have attendance lower than 90%</p> <p>There is one child who is on a reduced timetable which dramatically affects this without this child included disadvantage children's attendance is 95.43%</p> <p>7.6% of children have been identified as being persistently absent.</p> <p>22% of disadvantage children have been identified as being persistently absent.</p>	<ul style="list-style-type: none"> ● Persistent absence cases are all documented fully with case history notes. ● There is clear evidence of intervention and evaluation cycles. ● There is evidence of a falling trend. ● Parent voice shows positive feedback from support received. ● Attendance contracts are used effectively <p>By July 2024, persistent absence for disadvantaged children has reduced from 22% to less than 10%.</p>
<p>Engagement</p> <p>Children from all groups participate in the wide range of personal development opportunities on offer, in particular with the wider curricular programme of activities with opportunities in music and sport. – see <i>Wider Strategies</i>.</p>	<ul style="list-style-type: none"> ● Upward trend in numbers participating across the wider provision of activities. ● <i>More children learning optional subjects/skills such as musical instruments, attending clubs and sports.</i> <p>By the end of July 2024, all pupil premium children will have take part in a club or extra-curricular activity.</p>



<p>Learning To close the gap in reading writing and maths attainment between disadvantaged pupils and their peers.</p> <p>Across the whole school (Y1-6), in summer 2023, 74% of disadvantaged children were below the expected standard in reading, and writing and 67% in maths. This represented a significant gap with peers. (35% in reading, 23% in writing and 27% in maths.) This is a considerable gap due to a large proportion of disadvantaged children being resettled from other countries and having EAL (37%) and others being on the SEN or monitoring list (32%)</p>	<ul style="list-style-type: none"> • SEND provision is identified early, well planned and inclusive. • Teaching in classrooms shows embedded inclusive techniques linking to the ordinarily available toolkit. <p>By the end of July 2024, the attainment gap will be reduced in line with whole school attainment. The attainment gap will reduce by 10% yearly over a three-year term.</p>
--	---

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,034.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to high quality teaching and learning:</p> <ul style="list-style-type: none"> • ECT training to support early career teachers • Release time for assistant head teacher to support & mentor ECT. 	<p>EEF report to highlight the importance of high quality teaching & development of Early Career Teachers.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.gov.uk/guidance/changes-to-statutory-induction-for-early-career-teachers-ects</p> <p>Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these</p>	<p>2, 3</p>



	<p>strategies effective when developing their approach.</p> <p>https://niot.s3.amazonaws.com/documents/NIOT mentoring and coaching - Key Takeaways.pdf</p>	
<p>Specialist subject tuition in wider curriculum areas to develop love of learning and increased engagement.</p> <ul style="list-style-type: none"> • Specialist art teacher • Specialist French teacher • Specialist music teacher 	<p>Specialist instruction leads to further engagement in these subjects and provides staff with valuable release time for PPA.</p> <p>Allowing children to have specialist music instruction leads to a higher quality of instruction and a love of the subject.</p>	2, 3
<p>Ensuring children have access to high quality teaching to catch up on any missed learning, and that the impact of this is tracked.</p> <ul style="list-style-type: none"> • White Rose Maths booklets • SCARF • Little Wandle Phonics • EYFS & Primary Wellcomm Assessment Pack • <i>Oddizzi</i> geography • Key Stage History • Language angels (French) • Access Art • Projects on a page • Purple Mash 	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>This also allows staff to reduce their workload as per the DFE 2018 guidance.</p> <p>https://www.gov.uk/government/collections/reducing-school-workload</p>	2, 3

[Targeted academic support \(for example, tutoring, one-to-one support structured interventions\)](#)

Budgeted cost: £ 10,051.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children are given targeted support from teachers and teaching assistants to ensure learning is retained,	EEF Report: 'Making the Best Use of Teaching Assistants'. Teaching assistants are a costly resource but	2, 3



<p>misconceptions are challenged and gaps and filled.</p> <p>TA in each classroom to work with disadvantage children.</p> <p>The following interventions are currently being used:</p> <ul style="list-style-type: none"> • Little Wandle Phonics • Numicon KS1 • Phonics books • Zones of Regulation • Spot of Feelings 	<p>when used to effectively support learning in the classroom can impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
---	--	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 5,318.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance follow up through multi-agency working & implementation of social care support for disadvantaged children</p> <ul style="list-style-type: none"> • Taxis to support attendance for disadvantaged children. 	<p>In 2016 DfE research shows clearly how patterns of attendance impact on outcomes.</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p>	1
<p>To ensure that support for learning and attendance is based on an understanding of home context.</p> <ul style="list-style-type: none"> • Work by SENCO & Head Teacher to monitor & support families persistent attendance. 	<p>EEF Report Working with Parents to Support Children’s Learning. Parents are children’s first teachers and there is impact where they are successfully engaged.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf</p>	1,3
<p>To ensure all children engage in the wider personal development offer of the school.</p> <p>After school clubs run by specialist instructors.</p>	<p>Education and Cultural Capital: The Implications of Changing Trends in Education Policies</p> <p>https://www.researchgate.net/publication/248953507_Education_and_Cultur</p>	2



<ul style="list-style-type: none">• iRock• Oxford United Football Coach• Drama club• Brightsparks science clubs <p>To ensure there are no financial barriers to children attending trips and visits to support engagement with school life and learning.</p> <p>Curriculum opportunities:</p> <ul style="list-style-type: none">• Soft archery• Bike ability• Trips <p>Uniform to be provided for children for day to day use.</p> <p>Specialist items such swimming hats, goggles, water proofs for forest school.</p>	<p><u>al Capital The Implications of Changing Trends in Education Policies</u></p>	
---	--	--

Total budgeted cost: £25,405



Part B: Review of outcomes in the previous academic year (July 2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<u>Priority 1: Attendance</u>		
Attendance data for 2022		
	Whole School	Disadvantage children
Percentage	95.3%	96.35
Attendance data for 2023		
<u>Priority 2: Engagement</u>		
<u>Priority 3: Learning</u>		

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths	Maths Hubs
Specialist French teacher	Ridgeway Education Trust
Specialist music teacher	Ridgeway Education Trust
Little Wandle Phonics	Little Wandle
EYFS & Primary Wellcomm Assessment Pack	GL Assessment
<u>Oddizzi geography</u>	Oddizzi
Key Stage History	Key Stage History



Language angels (French)	Nurbridge Publishing
Access Art	Access Art
Purple Mash	Purple Mash
Projects on a page	Design Technology Association
iRock	iRock
Oxford United Football Coach	Oxford United
Science clubs	Brightsparks
Bikeability	Bikeability